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Department of
Economic and
Social Affairs

**Presidential Summit on
Mainstreaming the
Sustainable Development
Goals (SDGs) in the
Curricula of Schools of
Public Administration**

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REPORT



United Nations Department of Economic and Social Affairs

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Table of Contents

About the Report	1
Acknowledgements.....	3
The Critical Importance of Mainstreaming the Sustainable Development Goals in the Curricula of the Schools of Public Administration	4
Principles of Effective Governance for Sustainable Development	5
Curriculum on Governance for the SDGs.....	6
Results from the 2023 Survey on Mainstreaming the SDGs in the Curricula of the Schools of Public Administration	7
Challenges and Opportunities in Mainstreaming the SDGs in the Curricula of Schools of Public Administration	9
New Approaches and Innovative Practices in Teaching the SDGs.....	11
Recommendations and Commitments in Mainstreaming the SDGs in the Curricula of Schools of Public Administration	14
ANNEXES	21
Annex I - Agenda	21
Annex II - List of Participants	25
Annex III - Photos	27

About the Report

The Report highlights the key concepts and recommendations that emerged from the Presidential Summit on “**Mainstreaming the Sustainable Development Goals in the Curricula of Schools of Public Administration**” organized by the United Nations Department of Economic and Social Affairs (UN DESA) through its Division for Public Institutions and Digital Government (DPIDG). The Presidential Summit was held online on 27 February. The summit was attended by around 39 Presidents and Executive Directors of Associations of Schools of Public Administration and Executive Directors from around the world.

The Presidential Summit built on meetings of the Global Network of Schools of Public Administration spearheaded by DPIDG as part of the Global Initiative on Building Capacities of Public Servants for the implementation of the SDGs. The initiative launched in 2017 aims at supporting governments develop the capacities of public servants (in terms of knowledge, skills, attitude, leadership competencies, and mindset) to implement the SDGs. It also aims to provide data and information about the development of capacities in the various regions of the world and support institutional capacity development for improved public service delivery. In addition, it fosters North-South and SouthSouth exchange of effective governance practices to ensure cross-fertilization and mutual learning. The initiative was established to co-create with the schools of public administration (i) a curriculum on the 2030 Agenda and the SDGs, which includes several online and face-to-face training programmes, and (ii) a competency framework for public servants to implement the SDGs. It is also expected to help schools mainstream the SDGs in their curricula and courses.

Every year UN DESA/DPIDG organizes a global meeting with schools of public administration and institutes of training to take stock of their initiatives in terms of raising awareness of and mainstreaming the SDGs in their programmes and developing the necessary skills of public servants to respond to governments’ priorities in implementing the 2030 Agenda. In 2022, the Annual Meeting with the Schools of Public Administration provided an overview of the Curriculum on Governance for the SDGs, which was launched in 2021 and made available online on the UNPAN website.

UN DESA/DPIDG has also worked closely with associations of schools of public administration in organizing training of trainers and taking part in their annual events. Furthermore, UN DESA/DPIDG is working closely with the International Association of Schools and Institutes of Administration (IASIA) through the joint IASIA/UN DESA Task Force for the revision and update of the Standards of Excellence for Public Administration Education and Training. The Standards of Excellence, jointly developed by IASIA and UN DESA, were first issued in 2008 by a Task Force which included experts and practitioners from schools and associations of public administration and representatives of international and regional organizations from across the world.

Objectives of the Summit

The Summit was intended for Presidents and Executive Directors of Associations of Schools and Institutes of Public Administration who play a critical role in ensuring that the Sustainable Development Goals (SDGs) are taught to public servants and mainstreamed in the curricula of schools of public administration. Presidents of Associations presented the progress they have made in mainstreaming the SDGs in the curricula of their member institutions. They were also invited to share new courses, partnerships and/or case studies recently developed by their member institutions on strengthening public institutions to implement the SDGs. The Summit provided an opportunity for Presidents of Associations to make recommendations and commitments to mainstreaming the SDGs in the curricula of their member institutions. The key recommendations from the Presidential Summit will be presented as an input to the SDG Summit to be held at United Nations Headquarters in September 2023.

Structure

The Summit was articulated in three sessions. The first session focused on approaches, challenges, and opportunities in teaching the SDGs and developing the capacities of public servants to accelerate the implementation of the 2030 Agenda. This session provided an overview of the 11 Principles of Effective Governance for Sustainable Development. It highlighted the findings of the Survey on progress made in mainstreaming the SDGs in schools of public administration as well as the Curriculum on Governance for the SDGs. The second session focused on new approaches and innovative practices in mainstreaming the SDGs in the curricula of schools of public administration through break-out groups. The third session focused on how to close the gaps in teaching the SDGs.

Outcomes of the Summit

The Presidential Summit resulted in:

- (i) Enhanced awareness among Associations of schools of public administration of the Principles of Effective Governance for Sustainable Development and of the importance of mainstreaming the SDGs into the courses of schools of public administration.
- (ii) Strengthened capacities of the Associations of schools of public administration and institutes of training to mainstream the SDGs in the curricula of their member schools by exchanging knowledge on challenges, opportunities and innovative practices.
- (iii) Recommendations and commitments by the Presidents of Associations of schools of public administration to mainstream the SDGs in the curricula of their member schools as input for the 2023 SDG Summit.

Acknowledgements

The Presidential Summit was held under the responsibility of Juwang Zhu, Director, Division for Public Institutions and Digital Government (DPIDG), United Nations Department of Economic and Social Affairs (UN DESA). Adriana Alberti, Chief, Programme Management and Capacity Development Unit, DPIDG, UN DESA, Cristina Rodriguez-Acosta, Inter-regional Adviser, and Stefania Senese, Programme Management Officer, DPIDG/UN DESA guided and coordinated the event. UN DESA's team also comprised Gregory McGann, Rosanne Greco, Huiwen Tan, and Jiacheng Li.

The team wishes to thank all workshop speakers and facilitators for their insightful interventions and for sharing the experiences of their respective institutions. Further related material can be found on the website of the UN DESA Division for Public Institutions and Digital Government [here](#).

The Critical Importance of Mainstreaming the Sustainable Development Goals in the Curricula of the Schools of Public Administration

Background

The 2030 Agenda for Sustainable Development highlights the need to build effective, accountable, and inclusive institutions at all levels, in line with Goal 16. General Assembly resolution 60/34 of 17 March 2006 emphasized “the need to improve the efficiency, transparency, and accountability of public administration.” In its seventeenth session in 2018, the Committee of Experts on Public Administration (CEPA) adopted 11 principles of effective governance. The principles, endorsed by the Economic and Social Council in its resolution 2018/12, highlight the need for pragmatic and ongoing improvements in national and local governance capabilities to achieve the SDGs. CEPA has developed a wide range of commonly used strategies for the operationalization of the principles. One of the principles is competence which highlights that to perform their functions effectively; institutions are to have sufficient expertise, resources, and tools to deal adequately with the mandates under their authority. Commonly used strategies to operationalize this principle include the promotion of a professional public sector workforce, strategic human resources management, leadership development and training of civil servants, performance management, results-based management, financial management and control, efficient and fair revenue administration, and investment in e-government.

Since effective public institutions are of paramount importance in the delivery of programmes and services that directly support the implementation of the SDGs, including no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, among others, public servants need to be aware of the SDGs and the key principles of the 2030 Agenda. The implementation of the SDGs also requires new mindsets, competencies, and skills among public servants. The latter also needs to have the capacity to transform the commitments made by UN Member States in the 2030 Agenda into transformative and accelerated actions that can improve people’s lives, leaving no one behind.

Keynote Speech

Associations of schools of public administration can play a critical role in ensuring that schools of public administration teach the SDGs to public servants. This role is even more important as it is generally accepted that there is still limited understanding of the SDGs by public administrators and the general public, and their inclusion in the curricula of schools and institutes of administration is

still scarce and not widespread¹. It is also commonly agreed that, though there is quite a good amount of literature on the SDGs, the systematic teaching of them is narrow.

From a public sector perspective, implementing the SDGs through policy can sometimes seem overwhelming and thus is important for schools, associations, and institutes to instill the value of the SDGs as a way of creating a good society, leaving no one behind. Several strategies can be used to encourage the mainstreaming of the SDGs into the curricula of schools and institutes of administration including:

- Periodic meetings of schools, institutes, and associations of public administration to share best practices, peer-to-peer learning, and experiences in the mainstreaming and teaching of the SDGs.
- Public Administration programs at all levels (undergraduate, masters, and PhD) should include specific classes on the SDGs, not just generally, but on each of the SDGs making sure they are linked to public policy and its analysis as this will help students understand the many different policy areas that have to be addressed to build a good society.
- Using the leverage of accreditation activities as a vehicle to actually encourage the introduction of a full course or semester course class addressing the SDGs in the curricula of schools and institutes of administration.
- Periodic meetings of national and international accreditation bodies to assess how the SDGs are being mainstreamed and what criteria can be used to measure them.

Principles of Effective Governance for Sustainable Development

What are the 11 Principles of Effective Governance for Sustainable Development?

The 11 principles of effective governance for sustainable development, developed by the Committee and endorsed by ECOSOC in July 2018, aim to provide practical, expert guidance to interested countries on a broad range of governance challenges associated with the implementation of the 2030 Agenda for Sustainable Development. They highlight the need for pragmatic and ongoing improvements in national and local governance capabilities to reach the SDGs. The principles are linked to 62 commonly used strategies for operationalizing responsive and effective governance,

¹ Based on the presentation by Dr. Allan Rosenbaum, President of the American Society for Public Administration (ASPA) and Professor at Florida International University (FIU).

many of which have been recognized and endorsed over the years in various UN forums, resolutions and treaties.

How can the principles be operationalized?

The Committee of Experts on Public Administration (CEPA) has developed a wide range of commonly used strategies for operationalization of the 11 principles. DESA/DPIDG has been working with global experts to prepare guidance notes and provide content to the strategies to support full implementation of the principles and the 2030 Agenda. The notes include information on how a government can both assess its current status and measure progress in applying the strategy to national policymaking processes and implement the 2030 Agenda. All the notes have recent case studies and good practices to advance the principles with practical and illustrative guides.

More information on the principles of effective governance and the CEPA Strategy Guidance Notes can be found [here](#).



Curriculum on Governance for the SDGs

The Curriculum is a comprehensive set of training of trainers' capacity development toolkits, which contains ready-to-use training material on key governance dimensions needed to advance the implementation of the SDGs. By facilitating training of trainers, the Curriculum can help equip public servants with the knowledge and capacities to implement the SDGs effectively. The Curriculum's training material can be used to run face-to-face and online training workshops at national and local government levels. The toolkits are inter-related, and modules from one toolkit can be used in combination with modules from other toolkits to suit specific countries' needs. More than 48 partnerships were established for internal and external review of the toolkits and over 1,000 participants took part in the online training workshop to pilot the toolkits with 94% of positive feedback. The learning outcomes of the training toolkits are usually designed around the often-expressed challenges of strengthening national to local government coordination and institutional effectiveness for the SDGs.

The Curriculum Toolkits address the eleven principles of effective governance. The Curriculum on Governance for the Sustainable Development Goals aims to provide a holistic and integrated framework for capacity development in the area of governance and public institutions. It aims to promote critical understanding of sustainable development issues, enhance governance capacity,

and strengthen public servants' awareness of their active role in contributing to the achievement of the SDGs.

Results from the 2023 Survey on Mainstreaming the SDGs in the Curricula of the Schools of Public Administration

In December 2022, UN DESA/DPIDG conducted a survey on “Mainstreaming the SDGs” with the aim to provide an overview of the current state of courses and activities aimed at raising awareness and promoting the SDGs among public servants. Overall, the survey findings suggest that public administration schools, training institutes, and civil service commissions have been actively mainstreaming the SDGs in their training courses. However, they face various challenges in updating their training courses and incorporating the SDGs into them, including a lack of resources and expertise.

The questionnaire included ten questions on the work that schools of public administration carried out regarding training courses for the SDGs. Most respondents indicated they had mainstreamed the SDGs into their training courses or programmes. In Africa, respondents indicated that SDGs had been mainstreamed into District Development Strategies. SDGs were also mainstreamed into gender, peace, conflict, and public administration and governance courses. In Asia and the Pacific, surveyed institutions mentioned that Goals 3 (Good Health and Well Being), 5 (Gender Equality), 9 (Industry Innovation and Infrastructure), and 10 (Reduced Inequality) were mostly mainstreamed. Also, topics such as climate change, environmental governance, leadership, future thinking, and SDGs localization were mainstreamed into courses. In Central America, SDGs were mainstreamed into courses related to environmental management and local development, while in Europe, SDGs were mainstreamed into several courses (see figure below).



Another key trend is that training on the SDGs was tailored to different needs and levels of seniority, including entry-level, mid-level, to senior-level management civil servants, regular in-service training, and postgraduate courses. In terms of training material or tools/methods to advance the implementation of the SDGs, surveyed institutions mentioned the importance of having collaborative learning, online training, interactive discussions, seminars, workshops, masterclasses, focus groups, studies, policy notes/strategic intelligence mapping, statistics reports, data, current aggregated information on SDGs, and futures thinking tools such as casual layered analysis and scenario building.

Furthermore, respondents highlighted that digital training material could be used, such as a toolkit for each pillar of the SDGs, leaflets to popularize the SDGs in various languages, UN material (including the 2030 Agenda and African Agenda 2063, and ECOSOC Principles of Effective Governance), and media platforms for broader reach among the audience. These tools are designed to help personnel better understand the SDGs and enable them to use their knowledge to benefit their organizations.

Eighteen institutions said they are raising awareness of the SDGs through webinars, workshops, certificate courses, and research. In terms of training demands needed to progress on SDGs implementation, respondents identified the following key areas: digital governance, digital literacy, public-private-people partnerships, implementation of the SDGs, localizing SDGs, overcoming poverty, training of trainers, lectures, and exercises on climate change and changing mindsets of civil servants, leadership, customized induction handbooks, and best practices workshops. Additionally, short and practical courses on specific issues, such as budgets aligned to the SDGs, sustainable public procurement, and policy coherence for sustainable development, were mentioned.

The surveyed institutions reported various challenges regarding teaching or integrating SDGs into their courses. These included, among others, delivering quality online learning training for a more significant impact, a need for enhanced human capacity and financial resources, and the importance of having experienced trainers on the subject matter of the SDGs. The survey revealed that public administration institutions need to collaborate with other institutions to effectively teach and train the SDGs.

Finally, the survey focused on understanding the current awareness of the UN DESA-developed Curriculum on Governance for the SDGs and its relevance to public administration schools. Respondents indicated that “Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development” was the most relevant toolkit, followed by “Innovation and Digital Government for Public Service Delivery and Effective National to Local Public Governance for SDG Implementation”(see the chart below).



In terms of UN DESA's support to teaching the SDGs or mainstreaming them into courses, including by adapting the Curriculum on Governance for the SDGs, most surveyed schools indicated the need for training programs, Training of Trainers, material, technical advice, and capacity development support. Adaptation of the Curriculum on Governance for the SDGs was also identified as being important. In terms of topics, surveyed institutions were interested in governance, innovation, leadership, transparency, integrity, social inclusion, and changing mindsets in public institutions.

Challenges and Opportunities in Mainstreaming the SDGs in the Curricula of Schools of Public Administration

Global Perspective

One of the main challenges in mainstreaming the SDGs relates to the fact that the deadline for their implementation is only eight years away, and schools and institutes need to act more rapidly to ensure their mainstreaming is successful in order to prepare the workforce of the future.

As it has been noted before, the challenges faced by public administrators are multiple and complex². From climate change and natural disasters, migration, the impact of Covid-19, the digital divide, and inequality to misinformation, exclusion, and political instability, the work of the public sector is difficult and the lack of response to many of these problems generates mistrust in government and on its ability to fulfill the Agenda 2030 and the SDGs. The environment of mistrust leads to the rejection of government decisions adding to the difficulty of attracting talent to the public sector at all levels (national and subnational).

With some many challenges at the global and local level, restoring trust in government and institutions (in essence, achieving SDG 16) is essential and schools, institutes, and associations have

² Based on the presentations by Dr. Najat Zarrouk, President of the International Association of Schools and Institutes of Administration (IASIA) and Dr. Ra'ed BenShams, President of the International Institute of Administrative Sciences (IIAS).

a fundamental role to play. In this regard, a good strategy will be to take advantage of the tools and opportunities already available as the ones developed by the UN Department of Economic and Social Affairs (UN DESA) including the Principles for Effective Governance (and the accompanying guidance notes), the Curriculum on Governance, and the many documents and capacity development opportunities to strengthen and improve national and local governance capabilities.

Public institutions at the national, subnational, regional, and local levels in charge of public policies and public strategies can also play an important role in mainstreaming the SDGs, as their political will and commitment to implement the necessary policies towards the SDGs will create demand for their teaching and education. Competences in leadership and policy coherence are thus fundamental. Horizontal and vertical collaboration among all stakeholders is essential to create the demand for competencies towards the SDGs.

Public administrators at all levels of governance, in charge of implementing the necessary public policies aimed at achieving the SDGs are also important actors in the mainstreaming of the SDGs. Citizens and residents demand better services, and this requires a proper response from public administrators; thus collaboration between all levels is essential. Public servants at all levels who are mission driven, ethical, galvanized, enthusiastic, engaged, and professional offer great opportunities to push for the mainstreaming of the SDGs in the teaching and education of the civil service.

Furthermore, the work of networks and associations is fundamental and offers great opportunities to improve the mainstreaming of the SDGs in the curricula of schools and institutes of public administration. With their often vast and diverse membership, they can advocate and lobby with public servants to transform the image of government and rebuild trust. They are able to raise awareness, join efforts to strengthen skills, and support and motivate current and future civil servants. Exchanging best practices, providing technical assistance, sharing methodologies and tools, case studies, and creating a community of experts are all strategies that can support the process of mainstreaming more systematically the SDGs.

Finally, the revision of the Standards of Excellence in Public Administration Education and Training, a joint initiative of UN DESA and IASIA, also offers a great opportunity to reconsider how better to mainstream the SDGs into the curricula of schools and institutes of administration.

Regional experiences in mainstreaming the SDGs into the curricula of institutes of public administration have shown the importance of respect for cultural diversities, tolerance, and contextualization. The teaching of public administration should reflect the national, regional, and local development plans and, accordingly, the prioritization of the relevant SDGs. There is no size that fits all and these are important aspects to keep in mind when mainstreaming the SDGs.

New Approaches and Innovative Practices in Teaching the SDGs

Innovative strategies/practices to ensure the continuous engagement of public servants with the SDGs

A very important factor in mainstreaming the SDGs is the engagement of civil servants with the SDGs. In this regard, it is essential to understand the capacities and needs of each institution. The importance of localizing and contextualizing knowledge and innovation needs to be done at each level of government to ensure continuous engagement.

Citizen information campaigns on the SDGs could be a good strategy to generate better responses and understanding from the public sector and more involvement in their part in fulfilling the SDGs. In that regard, education on the SDGs at all levels of society (from elementary school to high school) as well as to all levels of government is essential to generate new ideas and practices for SDGs implementation.

A suggested strategy for continuous engagement includes integrating the SDGs in the work of technical assistance and support offered by local organizations such as the International City Managers Association (ICMA) and other similar associations at the national, regional, and local level in each country since the level of awareness of the SDGs is not as high as expected.

Another important suggestion is to promote more direct technical assistance to countries, associations, and schools on the relevant tools already available but that is sometimes not known in many countries or by many governments. In this regard, the importance of continuous training cannot be ignored.

It is also important to work with Civil Service Councils, boards, presidents of institutions, and associations in order to move forward and effectively implement the SDGs. Government representatives are doing their best, but the SDGs involve numerous stakeholders and require localized content to be successful. Additionally, the SDGs should be translated into different languages in order to be understood by all and the content should be tailored to the needs of regional governments and the local level.

Leveraging the digital space to try to get the youth to champion and interact better with SDG is imperative. Digital learning should be used to engage people and make them champions of change. Digital tools can be used to encourage young people to become actively involved in the SDG mission.

On-the-job training for the SDGs is also necessary to make the SDGs more actionable and to measure progress. Finally, it is essential to obtain a top-level commitment from senior decision-makers and political levels in order to engage public servants, as, without this commitment, public servants will not embrace the SDGs.

The importance of peer-to-peer learning and networks in support of public administration schools to mainstream the SDGs into curricula and programmes

One of the main conclusions from the working groups was to re-emphasize the very important role played by networks and associations in promoting peer-to-peer learning through several strategies (conferences, case studies, sharing of information, etc.) in the mainstreaming of the SDGs into the curricula of their schools and institutes.

The use of digital technologies can greatly support peer-to-peer learning and the exchange of information. This is more important than ever, given the limits on funding and resources available.

It was also noted that training programs and capacity building activities need to be revised to ensure that SDGs are mainstreamed and understood in the training process. The SDGs need to be an integral component of upskilling and reskilling of the public sector and maybe their knowledge and understanding should be a component of the performance evaluation of civil servants.

In order to foster a culture of collaboration and knowledge sharing amongst peers, it is essential to hold regular meetings. Sharing achievements, challenges, and innovative practices is a driver to do more. These meetings should be viewed as a safe space to exchange ideas and learn about new initiatives. Sharing successes and challenges and engaging in peer reviews can help drive further progress and strengthen the professionalism of the network. The network should institutionalize its leadership, legitimacy, collective identity, common agenda, budget, and communication. It is also essential to maintain contact, both virtual and in-person.

Additionally, using think tanks where ideas can be forwarded for government insight on approaches would be significant. They are learning and knowledge brokers. They can bridge the gap between global practice and national needs and make context prevail over the content. To ensure that the knowledge shared is widely disseminated, peers should take advantage of the United Nations Public Administration Network (UNPAN), the global space for sharing, to benefit from the wisdom of regional networks.

How global organizations can support efforts to mainstream the SDGs in the curricula of schools of public administration

Existing global learning platforms can play an important role in supporting the mainstreaming of the SDGs and it was noted that associations, schools, and institutes of public administration could better use the resources already available. The importance of bringing in the private sector and NGOs to these platforms was also emphasized.

Keeping the SDGs at the center of the work of networks and associations, in collaboration with organizations such as UN DESA, the World Bank, the OECD, and others, was mentioned as an important strategy to create and maintain the momentum towards a more consistent and long-term

commitment for SDGs mainstreaming. These international organizations can also support the development of new toolkits to facilitate training and learning.

Developing SDGs curricula for elementary and secondary education could be a strategy to embed teaching and learning from early on and would ensure that the SDGs are mainstreamed at all levels of education. This will necessarily require the long-term commitment and leadership of educational and political authorities, including Ministries of Education.

International organizations can support these efforts by providing funding opportunities for training programs or certification. Also, co-funding or funding conferences, annual innovators' awards, and collaborative work is essential. Additionally, organizations can provide technical support to improve the quality/content of the curricula through expertise, a community of practice, case studies, and encouraging collaboration. Furthermore, support should be provided to improve the quality and content of curricula in member institutions and training institutions. Lastly, there needs to be an emphasis on providing support to make SDGs more actionable, such as how to apply them when preparing budgets, executing programs, and designing initiatives to move from explaining to actually taking action.

Recommendations and Commitments in Mainstreaming the SDGs in the Curricula of Schools of Public Administration

COMMUNIQUE'

PREAMBLE

1. The “Presidential Summit on Mainstreaming the Sustainable Development Goals (SDGs) in the Curricula of Schools of Public Administration”, which was held online on 27 February 2023, was organized by the United Nations Department of Economic and Social Affairs (UN DESA), through its Division for Public Institutions and Digital Government (DPIDG). The Summit provided Presidents and Executive Directors of Associations of Schools of Public Administration a platform to share knowledge about approaches, challenges, and opportunities in teaching the SDGs and developing capacities of public servants to accelerate the implementation of the 2030 Agenda. About 40 participants from all regions of the world attended this capacity development event.
2. Through interactions and engaging dialogue, Presidents of Associations of Schools of Public Administration had an opportunity to map out the way forward in the form of concrete recommendations and commitments on strategies to ensure that public servants are equipped with the capacities to implement the SDGs.
3. Participants expressed appreciation to UN DESA for providing a platform for sharing their diverse perspectives and experiences from across the world.
4. Cognizant of the fact that effective, inclusive, and accountable public institutions are of paramount importance in the delivery of programmes and services that directly support the implementation of the SDGs, including no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, among others.
5. Recognizing that the implementation of the SDGs requires new capacities among public servants.
6. Acknowledging the importance of mainstreaming the SDGs in the curricula of schools of public administration and the critical role that Associations of Schools of Public Administration can play in ensuring that the SDGs are included in the teachings of their member schools, participants of the Presidential Summit on Mainstreaming the Sustainable Development Goals (SDGs) in the Curricula of Schools of Public Administration, draw attention to this communiqué with the following recommendations and commitments on behalf of their associations:

RECOMMENDATIONS

TO UN DESA:

- (1) Continue sharing, disseminating, and adapting the Curriculum on Governance for the SDGs among all actors and stakeholders with a focus on public servants at national and sub-national levels.
- (2) Increase the use of the Changing Mindsets toolkit of the Curriculum on Governance for the SDGs to change public servants' mindsets and ensure that Schools of Public Administration can support the development of an SDG mindset that will show, among other things, that implementation and reporting on the SDGs and country development are not separate activities.
- (3) Complement learning on the SDGs by using the Principles of Effective Governance developed by the UN Committee on Public Administration as well as the Strategy Guidance Notes developed for some of the principles. The principles and their strategies create linkages necessary to make the goals a reality.
- (4) Ensure that UN DESA continues its support to countries and at all levels of government through activities, capacity development, and training of trainers in support of mainstreaming the SDGs.
- (5) Continue the development of new toolkits and learning tools, such as the development of information toolkits to enhance the understanding of each of the SDGs and their implications for public policy.
- (6) Translate the Principles of Effective Governance and the Curriculum on Governance into the UN official languages to help dissemination and adaptation and spread the learning and contextualization across all the regions.
- (7) Facilitate study tours to build a community of practice, leveraging the CEPA Strategy Guidance Notes.
- (8) Encourage regional networking to share successful practices from different countries.
- (9) Organize a similar summit for the international, regional, and national accreditation bodies to explore ways in which the concern for the SDGs can be integrated into accreditation activities.
- (10) Promote the signing of Memorandums of Understanding (MOU) between national, regional, and local associations/networks and UN DESA to promote knowledge sharing and support each other in the mainstreaming of the SDGs.

(11) Continue organizing similar events (perhaps on a yearly basis) to include and reach more target groups and organize more activities of training and empowerment.

(12) Create a global alumni network among public servants who stand for the SDGs and who become “ambassadors” for the SDGs.

(13) Mobilize collaboration and co-creation among all stakeholders and international organizations to promote a better understanding of the SDGs and mainstream them into the curricula.

(14) Mobilize dedicated funding for organizations, such as AAPAM, which have made commitments and notable strides to support governments to accelerate the implementation of the SDGs. Funding can facilitate the delivery of capacity building programmes and raise awareness especially among critical groups, including youth, women and People Living With Disabilities (PLWD) at both local and national levels.

(15) Consider having focal persons from the UN to work with each organization/ school of public administration.

(16) Provide technical assistance to the Public Administration Academies in South Asian countries to include the SDG curriculum into their academic network. This would ensure that the SDG curriculum is implemented more consistently across the region. Furthermore, this would make the learning of the SDG curriculum more accessible to public servants in South Asia.

TO SCHOOLS OF PUBLIC ADMINISTRATION:

(1) **Raise awareness and relevance of the SDGs** in all civil service programs and at all levels.

(2) Have a **mandatory course on the SDGs** that tackles the various policy areas related to the SDGs for all civil servants, new entrants and those on the job. The Curriculum on Governance for the Sustainable Development Goals developed by DPIDG is a most needed base to strengthen public servants' awareness of their active role in contributing to the achievement of the SDGs. Such a mandatory course should be deployed in all schools and institutes of civil service including the judiciary, military and security, public finance institutes, etc. and needs to be engineered to fit three main categories of audience: the new entrants, the technical and the strategic.

(3) Ensure that the **SDGs are covered at all educational levels**. The basic principles and practices of public administration should be taught more widely to enhance public awareness of government and public services. This is an essential requirement for an informed electorate and citizenship. The involvement of proper educational authorities is essential.

(4) Involve **national civil service commissions** in the mainstreaming of the SDGs to incentivize the process, as well as local and regional civil service training institutions, thus promoting a top-down and a bottoms-up approach to the SDGs.

(5) Promote **appropriate interventions with the gatekeepers** that are responsible for decision-making such as the equivalent of the Office of the Prime Minister, Ministry of Finance and the Planning Departments. It is expected that the focus would therefore be placed on relevant processes, results and the relationship with the budget to support the achievement of the SDGs.

(6) Recognize the importance of **transformational leadership, localization and contextualization** to the particular needs of each country in the mainstreaming of the SDGs into the curricula of schools and institutes of public administration.

(7) Integrate the **SDGs as a central element of leadership training**.

(8) Ensure that leadership programs are expanded to **include parliamentarians** so that they may receive the necessary capacity development support bearing in mind the dynamic environment within which we now live. Ministers and parliamentarians have responsibility for the creation and approval of developmental decisions, and should be involved far more in programs that provide clear insights of the SDGs.

(9) Give special attention to issues related to **linkages of the SDGs with budget planning** and execution, particularly procurement. Strengthening of public financial management and budgetary decision making remains a central piece in advancing the Agenda 2030. Such a focus would ensure that countries continue to make progress towards achieving the SDG while guaranteeing that the core principles of fiscal discipline, legitimacy, predictability, credibility, participation, transparency, and accountability are respected. Therefore, the role of schools and Institutes of public financial management should be reinforced especially in what concerns (1) advancing credible planning and execution of national and subnational budgets, and (2) sustainable public procurement.

(10) Give priority to some **innovative tools for learning**, empowering and training, like e-learning, training of trainers, support peer-to-peer learning and review, study tours, field visits, creation of communities of practice, games, role-playing, toolkits, forums, side events, etc.

(11) Secure **proper sources of funding to support SDGs education** and training.

(12) Incentivize and recognize **public servants** who act as “**ambassadors**” for the SDGs in their daily work.

(13) Promote the **involvement of youth** through education on the SDGs, encouraging them to become volunteers for transformation.

- (14) Recognize the importance of **continuous training at the orientation level** and throughout the career of public servants. All induction programs should have a course or a session on the SDGs.
- (15) Provide support and strengthen the **link between academia and practitioners**, thus promoting communities of research and practice.
- (16) Recognize the importance of **involving subnational and local governments** and their associations in the training of the SDGs and their policy implications. Involve local training institutions in the mainstreaming of the SDGs.
- (17) Include within the curriculum of schools of public administration **measuring tools specific to the attainment of the progress of the SDGs**.
- (18) **Review the programs and curricula of the Latin American institutions** with the collaboration of the civil servants of the region to align them with the new challenges facing us in the coming decades regarding the SDGs.
- (19) Promote actions required to mainstream the SDGs, such including at least one **Key Result Area within the strategic plans of Schools of Public Administration** that refer to the embedding of the SDGs in programmes and operations. In addition, the KRA would be measured accordingly.
- (20) Promote **enhanced coordination and partnerships** among all stakeholders to avoid working in silos and duplication of efforts. All stakeholders can identify areas of focus and share this at the beginning of the planning cycle. This will ensure maximization of otherwise limited resources.
- (21) Prepare **annual reports** to be submitted by all organizations detailing challenges and opportunities in mainstreaming the SDGs in the curricula and programmes of schools of public administration.
- (22) Promote a **shift in mindsets** to generate a change in governments' attitude and ensure that schools of public administration can support the development of SDGs initiatives.
- (23) Develop a **Toolkit to measure in-country progress on the SDGs** to be incorporated in the curriculum of schools of public administration to ensure the development of local capacity. This toolkit should be further aligned with the SDGs' monitoring and reporting of progress made in the implementation of the SDGs. Finally, a results based management formula should be established to ensure the necessary processes and budget are in place to support the achievement of the SDGs.

(24) Use accreditation as a form of incentive.

Practitioners and professors who have already been trained on the Sustainable Development Goals should be accredited by a higher body. This accreditation would provide a greater incentive for them, and could be mentioned in conferences, webinars, and training programs. Moreover, these programs should be focused on the 17 themes of the SDGs and be made to contextualize and localize to the region. Finally, basic education curriculum should be considered for development to target younger children and make the SDGs accessible to them.

COMMITMENTS:

(1) Propose to the Board of Management the creation of a Working Group on the Principles of Effective Governance and one on the SDGs with particular attention to SDG 16 by the International Association of Schools and Institutes of Administration (IASIA).

(2) Continue using the power of networks and network of networks to support countries achieving the SDGs, in particular SDG 16.

(3) Continue including the SDGs at the center of events, conferences, meetings, and activities of their institutions and/or networks. (ASPA)

(4) Continue to mainstream the SDGs in all the programmes of the African Association for Public Administration and Management (AAPAM) and provide a platform where all stakeholders, including UN agencies, can exchange ideas, lessons learned and best practices in all Africa's national, regional continental and international programmes. We endeavor to forge partnerships with likeminded organizations. As members of the United Nations Public Administration Network (UNPAN), AAPAM commits to share relevant resources including upcoming programmes, publications and opportunities. AAPAM commits to develop a special edition journal focusing on the challenges and opportunities for implementing the SDGs and Agenda 2063. AAPAM commits to dedicate a special category under the AAPAM Innovative Management Awards (IMA) to focus on SDG implementation including the Voluntary National and Local reports (VNRs/ VLRs) through this initiative we hope to encourage both adoption, reporting and sharing of best practices. (AAPAM)

(6) Organize many more meetings, workshops, and our conferences to promote the SDGs and the curriculum around Asia. (AAPA)

(5) Strengthen collaboration on mainstreaming the SDGs in the curricula of schools of public administration in Latin America and the Caribbean (LAGPA).

(6) Enhance cooperation of the Arab Administrative Development Organization (ARADO) – League of Arab States, through its network of the 22 member Arab countries with UN DESA to

spread awareness of the importance of applying the SDGs and the Curricula through its activities among the member countries. (ARADO)

(7) Continue to put the skill and competencies for SDGs on the top of the European agenda, upskilling and reskilling the sustainability, transition, and the resilience public administration by a dialogue with our partners (EGPA).

(8) Share information and recommendations, through various networks, on the dissemination of the SDGs. Provide and promote this information on NISPACEE's website and in Quarterly Newsletter. Additionally, organize special events and capacity building dialogues with representatives of civil service offices and training institutions from the region, with the support of the UN. Review the criteria and procedures of the European Public Administration Accreditation and promote the implementation of the SDGs through this accreditation. (NISPACEE).

(9) Ensure that the SDG training is included in all induction and orientation programs for newly recruited public officers and newly promoted heads of departments. Mobilize collaboration to create user-friendly parameters for the tracer programs, as well as provide financial support for the tracer programs, so that the learning and training on the SDGs can be measured for impact. (APSHRM)

ANNEXES

Annex I - Agenda

**27 February - 07:00 - 10:30 am New York time
(EST)**

7:00 – 7:15 Opening Session

Mr. Juwang Zhu, Director, Division for Public Institutions and Digital Government (DPIDG), United Nations Department of Economic and Social Affairs (UN DESA) (5 min)

Keynote Speech

The Importance of Mainstreaming the Sustainable Development Goals in the Curricula of Schools of Public Administration

Dr. Allan Rosenbaum, President, American Society for Public Administration (10 min)

Facilitator: Ms. Adriana Alberti, Chief, PMCDU, DPIDG, UN DESA

7:15 – 8:00 Session I - Teaching the Sustainable Development Goals in the Public Sector: Approaches, challenges and opportunities

Objective: This Session will provide a global overview of the framework and methodologies on governance for the SDGs to strengthen the capacities of public servants

Principles of Effective Governance for Sustainable Development and Strategy Guidance Notes

Ms. Saras Jagwanth, Inter-Regional Advisor, DPIDG, UNDESA (7 min)

UN DESA Curriculum on Governance for the SDGs

Ms. Cristina Rodriguez-Acosta, Interregional Advisor, PMCDU, DPIDG, UN DESA (5 min)

Results from the 2023 Survey on Mainstreaming the SDGs in the Curricula of Schools of Public Administration

Ms. Stefania Senese, Programme Management Officer, PMCDU, DPIDG, UN DESA (8 min)

Challenges and Opportunities in Mainstreaming the SDGs: Global perspectives

Dr. Najat Zarrouk, President, International Association of Schools and Institutes of Administration (IASIA) (10 min)

Dr. Raed Mohammed Ben Shams, President, International Institute of Administrative Sciences (IIAS) (10 min)

Facilitator: Ms. Adriana Alberti, Chief, PMCDU, DPIDG, UN DESA

8:00 – 8:45 Session II - Teaching the Sustainable Development Goals in the Public Sector: New approaches and innovative practices

Objective: Participants will break into three Working Groups to discuss new approaches and innovative practices in mainstreaming the SDGs in the curricula of schools of public administration to develop public servants' capacities by discussing the following questions (10 min per question):

- (i) Given the challenges and opportunities previously identified, what are some of the best strategies/practices that could be implemented to ensure the continuous engagement of public servants with the SDGs?
- (ii) How can peer-to-peer learning and networks support your institution/organization in mainstreaming the SDGs into the curriculum of your programmes?
- (iii) How can global organizations (UN DESA/IASIA/WB/others) support your efforts? How would you envision such support?

Each Working Group will be moderated by a facilitator and select a rapporteur who will present a summary of discussion findings in the plenary session.

Break-Out Groups (30 min)

Working Group 1 facilitated by Mr. Cesar Alfonzo, Executive Secretary, IASIA

Working Group 2 facilitated by Ms. Cristina Rodriguez-Acosta, Interregional Advisor, PMCDU, DPIDG, UN DESA

Working Group 3 facilitated by Ms. Stefania Senese, Programme Management Officer, PMCDU, DPIDG, UN DESA

Reporting back in Plenary by each Working Group (5 minutes per group)

Facilitator: Dr. George Scott, Secretary General, African Association for Public Administration and Management (AAPAM)

8:45 – 9:00 Coffee break

9:00 – 10:30 Session III - Recommendations and commitments in mainstreaming the SDGs in the teachings of the schools of public administration

Facilitator: Prof. Alex Brillantes, Secretary General, Secretariat of the Eastern Regional Organization for Public Administration (EROPA)

Objective: In view of the 2023 SDG Summit, the objective of this session is to provide the Presidents of Associations of Schools of Public Administration with the opportunity to present recommendations and commitments to ensure that the SDGs are mainstreamed in their member schools' curricula and training programmes. Each President could outline 3 to 5 key recommendations/commitments (5 minutes each).

Recommendations and commitments

Global

Dr. Najat Zarrouk, President, International Association of Schools and Institutes of Administration (IASIA)

Dr. Raed Mohammed Ben Shams, President, International Institute of Administrative Sciences (IIAS)

Africa

Dr. Ludeki Chweya, President, African Management Development Institutes' Network (ADMIN) (tbc)

Dr. John Nakabago, President, African Association of Public Administration and Management (AAPAM)

Ms. Savia Mugwanya, President, Africa Public Sector - Human Resource Managers Network (APS-HRMnet)

Americas

Dr. Allan Rosenbaum, President, American Society for Public Administration (ASPA)

Mr. Devon Rowe, Executive Director, Caribbean Centre for Development Administration (CARICAD)

Dr. Jenny Lopez Rodriguez, Vice President, Inter-American Network of Public Administration Education (INPAE)

Dr. Ruben Echeverri Romero, President, Latin American Group for Public Administration (LAGPA)

Dr. Trevor Brown, President, Network of Schools of Public Policy, Affairs, and Administration (NASPAA)

Asia and the Pacific

Dr. Jiannan Wu, President, Asian Association for Public Administration (AAPA)

Professor Akhlaque Haque, Vice President, South Asian Network of Public Administration (SANPA)

Dr. Tippawan Lorsuwannarat, Chairman, Eastern Regional Organization for Public Administration (EROPA) (tbc)

Europe and Central Asia

Mr. Marco Ongaro, Director-General, European Institute of Public Administration (EIPA)

Dr. Calin Hintea, President, Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee) Dr. Fabienne Maron, Scientific Director (IIAS), European Group of Public Administration (EGPA)

Middle East

Dr. Nasser Al-Hatlan Al-Qahtani, Director General, Arab Administrative Development Organization (ARADO)

Dr. Ghada Barsoum, President, Association for Middle Eastern Public Policy and Administration (AMEPPA) (tbc)

Ms. Lamia Moubayed, Director, Founding member of the GIFT-MENA Network, Member of the UN Committee of Experts on Public Administration (GIFT-MENA)

10:30 Closing Session –The Way Forward

Mr. Juwang Zhu, Director, DPIDG, UN DESA (Virtual Group Photo)

Annex II - List of Participants

Global

- Najat Zarrouk, President, International Association of Schools and Institutes of Administration (IASIA)
- Raed Mohammed Ben Shams, President, International Institute of Administrative Sciences (IIAS), Director General, Bahrain Institute of Public Administration (BIPA)
- César Alfonzo, Executive Secretary, IASIA / IIAS
- Sofiane Sahraoui, Director General, IIAS
- Juwang Zhu, Director, DPIDG (UN DESA)
- Adriana Alberti, DPIDG (UN DESA)
- Cristina Rodriguez-Acosta, DPIDG (UN DESA)
- Saras Jagwanth, Inter-regional adviser, DPIDG (UN DESA)
- Stefania Senese, DPIDG (UN DESA)

Africa

- Ludeki Chweya, President, African Management Development Institutes' Network (ADMIN)
- John Nakabago, President, African Association of Public Administration and Management (AAPAM)
- George Kojo Scott, Secretary General, African Association for Public Administration and Management (AAPAM)
- Savia Mugwanya, President, Africa Public Sector - Human Resource Managers Network (APS-HRMnet)
- Gerald Karyeija, Associate Professor and Dean, Uganda Management Institute
- Brian Mbugua, Research, Kenya School of Government
- Julie Muia Mutunga, Program Officer, (AAPAM)
- Clifford Ogutu, Assistant Programme Officer, (AAPAM)
- Prisca Oluoch, Director, Kenya School of Government

Americas

- Allan Rosenbaum, President, American Society for Public Administration (ASPA)
- Devon Rowe, Executive Director, Caribbean Centre for Development Administration (CARICAD)
- Jenny Lopez Rodriguez, Vice President, Inter-American Network of Public Administration Education (INPAE)
- Angel Wright-Lanier, Executive Director, (NASPAA)

Asia and the Pacific

- Jiannan Wu, President, Asian Association for Public Administration (AAPA)
- Akhlaque Haque, Vice President, South Asian Network of Public Administration (SANPA)

- Alex Brillantes, Secretary General, (EROPA)
- Ainna Shariz Comia, Senior Researcher and Office Manager (EROPA)
- Akhlaque Haque, Professor of Public Administration, University of Alabama at Birmingham, (SANPA)
- Boming Xie, Vice Director of the Secretariat Office of AAPA, Shanghai Jiao Tong University China Institute for Urban Governance
- Haozhi Pan, Shanghai Jiao Tong University China Institute for Urban Governance

Europe and Central Asia

- Marco Ongaro, Director-General, European Institute of Public Administration (EIPA)
- Calin Hintea, President, Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee)
- Ludmila Gajdosova, Executive Director, (NISPAcee)
- Fabienne Maron, Scientific Director (IIAS), European Group of Public Administration (EGPA)
- Ian Elliott, Co-chair of the EGPA Permanent Study Group Teaching Public Administration (EGPA)

Middle East

- Nasser Al-Hatlan Al-Qahtani, Director General, Arab Administrative Development Organization (ARADO)
- Lamia Moubayed, Director, Founding member of the GIFT-MENA Network, Member of the UN Committee of Experts on Public Administration (GIFT-MENA)
- Laila Elsheikh, Acting Head of International Relations, Arab Administrative Development Organization-League of Arab States
- Najem Salmeen, Executive Director of learning & Development, (BIPA)
- Fara Azmat, Associate Professor, Deakin University

Annex III - Photos

